

<b>Reviewer</b>
CP#
8041

<b>Please enter your Legal Entity number:</b>
LE
0986

<b>Please enter your School Code</b>
SC
0000

<b>Are all profile components present?</b>
<input checked="" type="radio"/> Yes
<input type="radio"/> No

<b>Academic Performance - Are all components present? If not, please explain. Title I will review all purposes of all correlates.</b>
<input type="radio"/> Yes
<input checked="" type="radio"/> No

<b>What academic performance components are missing? Title I will review all purposes of all correlates.</b>
Curriculum Evaluation/Assessment Instruction

<b>Efficiency - Are all components present?</b>
<input type="radio"/> Yes
<input checked="" type="radio"/> No

<b>What efficiency components are missing?</b>
Leadership Organizational Structure and Resources Comprehensive and Effective Planning

<b>Learning Environment - Are all components present?</b>
<input type="radio"/> Yes
<input checked="" type="radio"/> No

## What learning environment components are missing?

School Culture  
Student, Family, Community Support/Programs/Services  
Professional Development

### Mathematics - Are all components present?

- ☒ Yes  
☐ No

### Mathematics - Measurable Objectives:

- ☒ Measurable objective clearly articulates the relationship to school/district goals.
- ☐ Measurable objective contains necessary components for all levels of system (students, teachers, leaders ).
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ Multiple tools are listed to gather data for measurable objectives.

### Mathematics - Identified Strategies:

- ☒ Strategies are clear and focused.
- ☐ Rational is given for choice of strategies.
- ☐ Specific and research-based strategies stated.
- ☐ Strategies are measurable.
- ☐ Method, materials, and timeframe for implementing strategies are indicated.
- ☐ Strategies are based on realistic expectations.
- ☐ Mathematics identified strategies are unclear and/or lacks specificity.
- ☐ Mathematics identified strategies do not support stated goal.

### Mathematics - Professional Development:

- ☐ Ongoing and sustainable professional development is evident.
- ☐ Needs assessment drives professional development.
- ☐ Follow-up plan is included for continued professional development throughout the year.
- ☐ Topics or content of professional development matches goal and strategies.
- ☐ Commitment to plan and its components is evident.
- ☐ The implementation of new resources (math program, curriculum, and/or textbook/materials) is supported by professional development for the impacted staff throughout the year.
- ☐ Evaluation of the student data is used to assess the impact of professional development.
- ☒ Mathematics professional development goal is unclear and/or lacks specificity.
- ☐ Mathematics professional development goal does not support stated goal.

### Reading - Are all components present?

- ☒ Yes
- ☐ No

### Reading - Measurable Objectives:

- ☐ Measurable objective not included in the plan.
- ☒ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☐ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.

### Reading - Identified Strategies:

- ☐ Identified strategies are focused on standards based instruction and resources.
- ☐ Identified strategies to reach reading goal are focused and clear.
- ☐ Identified strategies to reach reading goal are not based on data.
- ☐ Identified strategies are generalized.
- ☒ Identified strategies (or Professional development) to reach reading goal lack specific connection to student achievement in reading.
- ☐ Identified strategies support reading goal.
- ☐ Consider multiple sources of measurement to collect reading achievement data.

### Reading - Professional Development:

- ☐ Professional development goal needs to be more specific: what, when, and who.
- ☐ Professional development goal is missing.
- ☐ Consider professional development that is directly correlated to yearly goal.
- ☒ It would be advantageous to report data on impact of professional development and the number of teachers that have participated or will participate in professional development.
- ☐ Consider evaluating the student data to assess the impact of professional development.

### Curriculum Development - Are all components present?

- ☐ Yes
- ☒ No

### What curriculum development components are missing?

Goal  
Measurable Objective(s)  
Identified Strategy(s)  
Professional Development

**Other #1 - Are all components present?**

- ☐ Yes
- ☒ No

**What other components are missing?**

N/A

**Other #2 - Are all components present?**

- ☐ Yes
- ☒ No

**What other components are missing?**

N/A

**Do you want to complete the additional Title I questions?**

- ☒ Yes
- ☐ No

**Is this school a Schoolwide Title I school?**

- ☐ Yes
- ☒ No

**Is this school identified for improvement?**

- ☐ Yes
- ☒ No

**Is the school identified for corrective action?**

- ☐ Yes
- ☒ No

**Is the school identified for restructuring?**

- ☐ Yes
- ☒ No